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Topic Area: **Assessments**

Source: **Program for International Student Assessment (PISA)**

Year of Data: **2000**

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Average reading literacy score of 15-year-olds, by country: 2000

Average score relative to the United States	Country and score			
Significantly higher	Finland	546	Canada	534
Not significantly different	Australia	528	Iceland	507
	Ireland	527	France	505
	Korea, Republic of	525	Norway	505
	United Kingdom	523	United States	504
	Japan	522	International average ¹	500
	Sweden	516	Denmark	497
	Austria	507	Switzerland	494
	Belgium	507		
	Greece	474	Latvia ²	458
	Portugal	470	Luxembourg	441
Significantly lower	Russian Federation ²	462	New Zealand	529
			Spain	493
			Czech Republic	492
			Italy	487
			Germany	484
			Liechtenstein ²	483
			Hungary	480
			Poland	479
			Mexico	422
			Brazil ²	396

¹The international average is the average of Organization for Economic Cooperation and Development (OECD) countries only and thus excludes Brazil, Latvia, Liechtenstein, and the Russian Federation.

²Non-OECD country.

SOURCE: U.S. Department of Education, National Center for Education Statistics (2001). *Outcomes of Learning: Results From the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115). (Previously published on p. 56 of the complete report from which this article is excerpted.)

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Topic Area: **Assessments**

Source: **National Assessment of Educational Progress**

Year of Data: **1996**

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Average reading performance (scale score), by sex and age: 1971-96

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1971	208	255	285	201	250	279	214	261	291
1975	210	256	286	204	250	280	216	262	291
1980	215	259	286	210	254	282	220	263	289
1984	211	257	289	208	253	284	214	262	294
1988	212	258	290	208	252	286	216	263	294
1990	209	257	290	204	251	284	215	263	297
1992	211	260	290	206	254	284	215	265	296
1994	211	258	288	207	251	282	215	266	295
1996	212	259	287	207	253	280	218	265	294

Average reading performance (scale score), by race/ethnicity and age: 1971-96

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1971	214	261	291	170	222	239	—	—	—
1975	217	262	293	181	226	241	183	232	252
1980	221	264	293	189	233	243	190	237	261
1984	218	263	295	186	236	264	187	240	268
1988	218	261	295	189	243	274	194	240	271
1990	217	262	297	182	242	267	189	238	275
1992	218	266	297	185	238	261	192	239	271
1994	218	265	296	185	234	266	186	235	263
1996	220	267	294	190	236	265	194	240	265

—Not available. NOTE: The reading performance scale has a range from 0 to 500. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short, uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow brief written directions and carry out simple, discrete reading tasks. SOURCE: U.S. Department of Education, National Center for Education Statistics, (1997, revised in 1998) NAEP 1996 Trends in Academic Progress (NCES 97-985).

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Legend:

- Jurisdiction had higher average scale score than nation.
- Jurisdiction was not found to be significantly different from nation in average scale score.
- Jurisdiction had lower average scale score than nation.
- Jurisdiction did not meet minimum participation rate guidelines.
- Jurisdiction did not participate in the NAEP 2002 Reading State Assessment.

²Department of Defense dependents schools (overseas).

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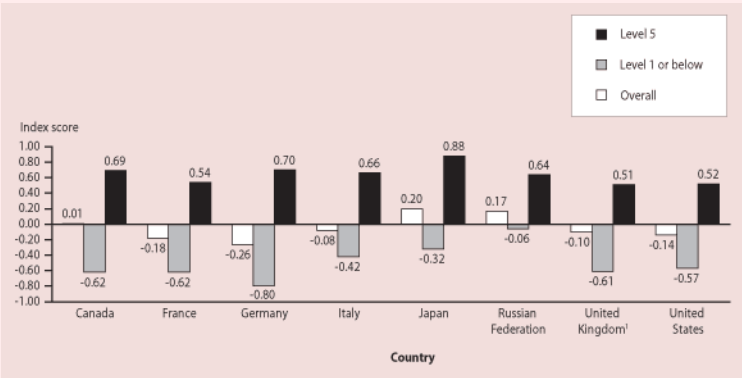
Topic Area: International

Source: Education at a Glance: Organization for Economic Cooperation and Development (OECD) Indicators 2003

Year of Data: 2000

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Average index scores of 15-year-old students' sense of engagement in reading, by reading proficiency level and country: 2000



¹The United Kingdom includes England, Northern Ireland, and Scotland. Wales did not participate in the Program for International Student Assessment (PISA) 2000.

NOTE: The engagement in reading index was constructed in such a way that the mean index score of the 27 Organization for Economic Cooperation and Development (OECD) countries that participated in PISA2000 was set to zero. A negative index value implies a lower than average engagement in reading, while a positive index value suggests a higher than average engagement in reading. PISA2000 measured students' engagement in reading by asking for their level of agreement (strongly disagree, disagree, agree, strongly agree) with the following statements: I read only if I have to (reverse coded); reading is one of my favorite hobbies; I like talking about books with people; I find it hard to finish books (reverse coded); I feel happy if I receive a book as a present; for me, reading is a waste of time (reverse coded); I enjoy going to a bookstore or a library; I read only to get information that I need (reverse coded); and I cannot sit still and read for more than a few minutes (reverse coded). In order to reach a particular proficiency level, a student must have been able to answer correctly a majority of items at that level. Students scoring below 335 were classified as below level 1, students scoring 335 to 407 were at level 1, and students scoring 626 and above were classified at level 5. The overall percentage refers to the percentage of the total 15-year-old student population.

SOURCE: Organization for Economic Cooperation and Development (OECD), PISA2000. (Originally published as figure 17 on p. 49 of the complete report from which this article is excerpted.)

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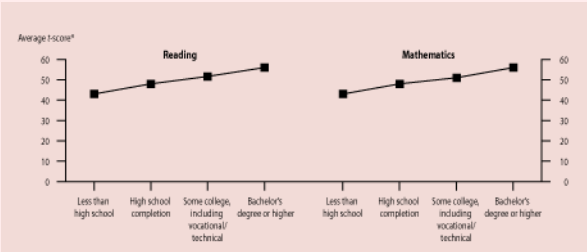
Topic Area: **Early Childhood**

Source: **Early Childhood Longitudinal Study, Kindergarten Class of 1998-99**

Year of Data: **1998**

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Average reading and mathematics performance of first-time kindergarteners, by mother's highest education level: Fall 1998



*t-scores normalize the actual distribution to an average of 50 and a standard deviation of 10. NOTE: Based on those assessed in English. Excludes 19 percent of Asian and 30 percent of Hispanic children. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten class of 1998-99 (ECLS-K), Fall 1998. (Originally published as the Learner Outcomes figure on p.22 of the complete report.)

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